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EARLY DEVELOPMENT OF STATE NORMAL SCHOOLS FOR NEGROES IN NORTH CAROLINA

BY

EUGENE DAVIS OWEN

BACHELOR OF ARTS

CORNELL COLLEGE

MOUNT VERNON, IOWA

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APPROVED:

John D. Cook MAJOR PROFESSOR

J. E. Blanch MINOR PROFESSOR

W. S. Barney

CHAIRMAN, GRADUATE COMMITTEE

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Eugene Davis Owen.

Haviland, Kansas.

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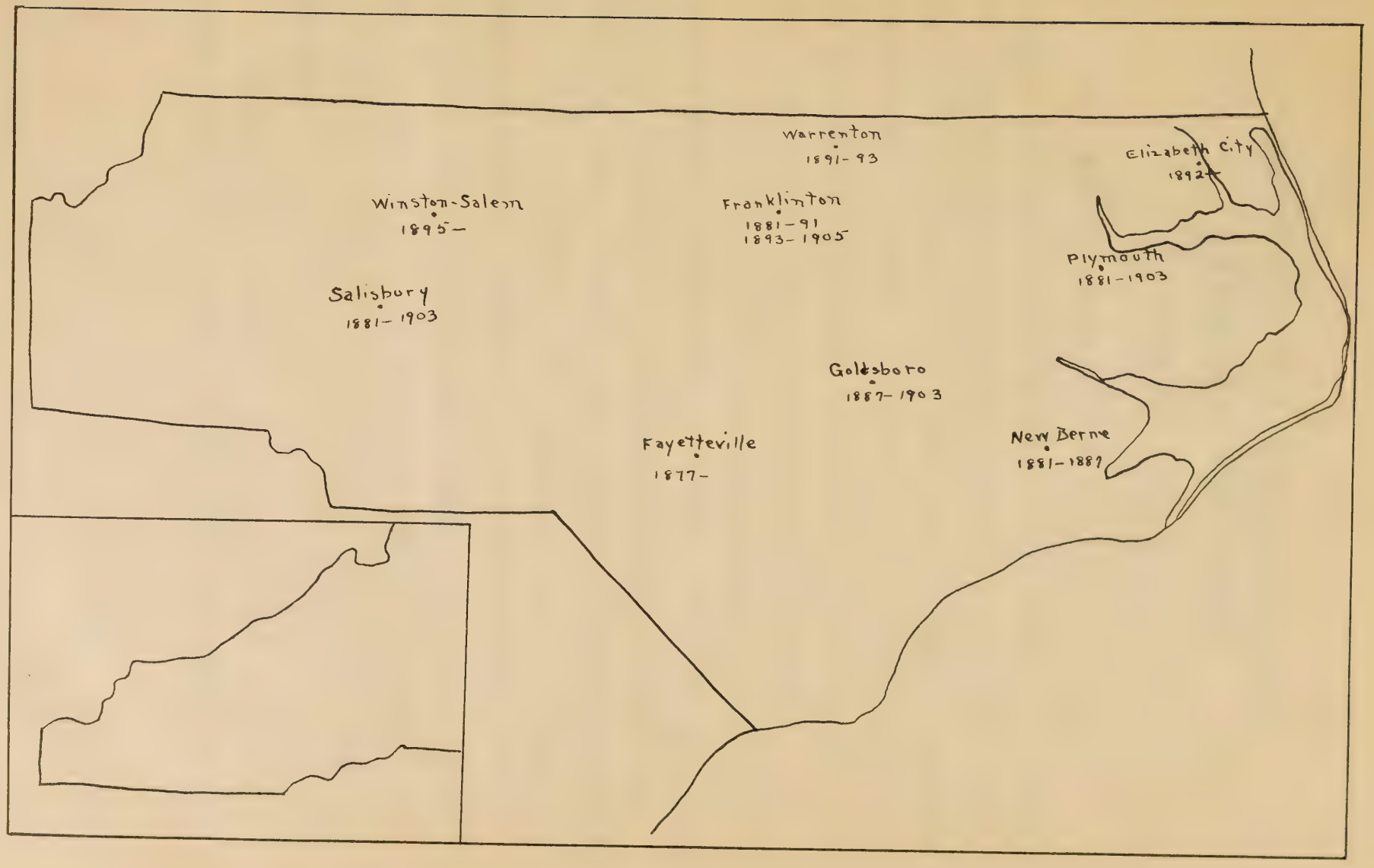

Location of State Normal Schools for Negroes in North Carolina

1877 — 1905

EARLY DEVELOPMENT OF STATE NORMAL SCHOOLS FOR NEGROES IN NORTH CAROLINA

INTRODUCTION: THE PROBLEM

This paper is confined to the subject of negro teacher training in state colored normal schools. It does not include institutes held for negroes except those which were held in connection with some one or other of the state institutions. Neither is the subject of normal schools for whites taken up except insofar as it is connected with negro normal education in legislative action.

The chief sources of materials used are the Laws of North Carolina, the Minutes of the State Board of Education and the Reports of the Superintendents of Public Instruction, which usually include reports from the principals of the various institutions. These principals' reports give much contemporary information concerning the work of the schools. They indicate a high degree of care in preparation and give evidence of the quality of supervision the local boards were able to provide for the state colored normal schools.

The study is limited in its scope by the fact that though most of the normal schools published catalogues annu-

ally throughout much of this period, few of these catalogues have been left and none are preserved in the State Library.

Systematic attempts on the part of the state at education for the negro race came so late in its history that many now living can remember the first steps. Perhaps second only to the interest in the development of an institution is that in its origin. The remarkable growth of state supported higher education for negroes during recent years but emphasizes its humble beginning and uncertain tenure of life in its early stages.

This study attempts to give both the origin and the development of a part of the movement. As a factor in the educational background of the state it should be of interest to all who are concerned in providing that the education of all the children of all the people may increasingly be the established policy of North Carolina.

Its value lies in the fact that a beginning has been made in collecting facts and making them available while many contemporaries of the movement for state colored normal schools are still living, and when the work may be continued and made a part of the educational history of this state.

CHAPTER I. THE FIRST NEGRO NORMAL SCHOOL

1. Legislation

At a meeting of the State Board of Education held Feb. 15, 1877, Mr. J. W. Thorne, Senator from Warren County, presented a Bill to be entitled an "Act to Establish a State Normal Industrial Graded School for the Colored Youth of Both Sexes," and asked the Board to recommend the Bill to the Legislature.[1] After due consideration the Board adopted a resolution which stated that they did not recommend the Bill presented by Senator Thorne but that they did approve and recommend to the Legislature a liberal appropriation under the control and direction of the State Board of Education for normal instruction in institutions then or thereafter to exist in the state for colored youth.

This recommendation was effective, for the Legislature of that year passed an Act to establish normal schools, one for white teachers at the University and one for negroes at any place selected by the State Board of Education.[2] The same section limited the instruction to young men of the colored race from fifteen to twenty-five years and authorized the State Board to draw upon the State Treasury for an amount not to exceed two thousand dollars annually for the years 1877 and 1878 for

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1 North Carolina, State Board of Education, Minutes, Feb. 15, 1877.

2 North Carolina, Laws, 1876-77, Chap. 234, Sec. 2. Ratified Mar. 9, 1877.

the support of the school. Another section of the Act stated that all young men who received the benefits of this instruction should pledge themselves, so far as practicable, to teach within the state for a period of not less than three years after leaving the school.[1] This last provision is still in effect for colored but not for white teachers.[2]

2. Consultation with Members of the Colored Race

Shortly after Mar. 9, 1877, Governor Vance summoned representatives of the negro race to appear before the State Board in order to find out their wishes concerning the appropriation made by the Legislature for the purpose of establishing a colored normal school. Such a meeting took place in Raleigh April 1, 1877.[3] Thirty-three representatives were present from fifteen counties, nine of them from Wake County.

After explaining the purpose of the meeting to those present, Governor Vance invited an expression of their opinion with regard to the subject. Representatives from New Berne, Fayetteville, Goldsboro, Tarboro, and St. Augustine Normal School and Collegiate Institute at Raleigh set forth the merits of their

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1 Ibid. Sec. 3.

2 North Carolina, Code, 1927, Sec. 5851.

3 North Carolina, State Board of Education, Minutes, April 1, 1877.

respective towns or institutions as proposed beneficiaries of the appropriation. Fayetteville seemed to have the advantage in personnel of representatives, for Bishop J. W. Hood and Robert Harris occupied rather an outstanding position in the discussion of the day, and Robert Harris was the only representative in the entire group who afterward held official position in any of the colored normal schools.

After prolonged and heated discussion, Bishop Hood presented a resolution which was adopted, providing that the Board be requested to locate the school as near the center of the negro population as circumstances would permit, and that the rest be left to the judgment of the Board. In closing the conference, Governor Vance spoke to the representatives, assuring them that the Board would be governed in their decision by what they believed to be the best interests of the colored people.

On May 4, 1877, the State Board met to consider the subject of normal schools for white and colored teachers, under the Act passed by the preceding Legislature.[1] After making plans for the normal school for white teachers at the University, they adjourned to meet May 31 to take up the establishment of the colored normal school.

Upon the date decided in the motion for adjournment, the State Board met and upon motion located the colored normal

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[1] Ibid. May 4, 1877.

school at Fayetteville, and appointed Governor Vance and State Superintendent Scarborough to arrange details and consult with parties at Fayetteville with reference to the management of the school.[1] The work of the Committee was finished and the circular they presented was approved by the State Board on June 23, 1877.[2]

3. The Establishment and Opening of the School

A Local Board was appointed consisting of Messrs. J. H. Myrover, E. J. Lilly and W. C. Troy of Fayetteville.[3] Robert Harris was chosen principal teacher and was to engage such assistant teachers as he should select, subject to the approval of the Local Board. The sessions should continue eight months,-two terms of four months each. Students from a distance should have a proportionate part of their traveling expenses defrayed by the state to put them on equal footing with local students. There should be no charge for tuition or books. Admission should be based upon ability to pass a good examination in easy reading, spelling, writing and the fundamental rules of arithmetic. For higher classes a proportionate higher standing was required. Each student must be of good moral character. Each applicant must be certified in all

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1 Ibid. May 31, 1877.

2 Ibid. June 23, 1877.

3 North Carolina, Public Documents, 1879, No. 9, p. 21-23 from which is also taken the remainder of the account of the arrangements for the opening of the school.

these respects by the School Examiner in the county in which he lived.

All who received instruction had to give pledge in writing to teach, so far as practicable, within the state for at least three years after leaving school. Candidates from other schools had to be recommended by their teachers, and in all cases the first term was probationary. The school was to be divided into three classes, Senior, Middle and Junior, according as one, two or three years were required for completion of the course of study. Students completing the Junior year satisfactorily were to be recommended for third grade certificates, the Middle class for second grade certificates and the Senior for first grade certificates. The curriculum approved is given in Table I.

The building secured for school purposes was seventy by thirty-five feet, two stories high. Reduced fares, to be secured and announced a little later, were promised.

The school opened its first session Monday, Sept. 3, 1877.[1] Forty students were present to enroll the first day and eighteen more entered later, making the enrollment for the first term of four months fifty-eight,--thirty-eight males and twenty females. The negro schools of Fayetteville were held in the same building and gave opportunity for practice teaching for the normal students. Prof. Harris had

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[1] Ibid. p. 24-28.

TABLE I. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FAYETTEVILLE, 1877

Junior Class	Middle Class	Senior Class
Spelling	Spelling	Spelling
Reading	Declamation	Oratory
Elementary grammar	Practical grammar	Grammar completed
		Analysis
	Composition	Composition
Dictation		Dictation
Primary geography	Advanced geography	Geography reviewed
Drawing	Map drawing	
Writing	Penmanship	
Rudiments of music	Vocal music	
	U. S. History	Universal history
Mental and written arithmetic	Mental and written arithmetic completed	Arithmetic reviewed
		Book-keeping
		Algebra
		Astronomy
		Physiology
Theory and practice of teaching	School management and discipline	Manners and morals
Making and keeping school register		
Phonetics		
Defining		
	Orthography	
	Etymology	

two assistant teachers, Chas. W. Chesnutt and Mrs. Mary E. Harris. In his report at the end of the first term he recommended that a preparatory department be established in connection with the normal school to admit younger children. The Local Board approved all his report except the recommendation of a preparatory department which they believed was antagonistic to the provisions of the Act providing for the normal school.[1]

4. Progress up to 1881

For the second term, enrollment was sixty-seven, for the third, eighty-five, making a total of one hundred fourteen students since the opening of the school: seventy-two males and forty-two females.[2]

On April 2, 1878, the State Board met and decided to continue for the coming year the program for the colored normal school adopted May 31, 1877.[3] In Prof. Harris' report for the first term of the school year 1878-79, he renewed his recommendation that a preparatory department be established,[4] and this time the Local Board approved the recommendation.[5]

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1 Ibid. p. 29.

2 Ibid. No. 10. p. 39.

3 North Carolina, State Board of Education, Minutes, April 2, 1878. The scheme was really adopted June 23, 1877.

4 North Carolina, Public Documents, 1879, No. 10, p. 45.

5 Ibid. p. 47.

Since the normal schools were more or less an experiment, the Legislature of 1879 needed to take action concerning them if they were to continue to function. State Superintendent Scarborough's report for the year 1878 contained a recommendation that the appropriation for the state normal schools be continued and that the original Act be so amended as to admit women on equal terms with men, for he believed that the limitation of admission to men only was due to an oversight on the part of the Legislature.[1] On the authority of the State Board, both white and colored normal schools had admitted women to their classes from the first.[2]

The Legislature provided that women should be admitted to state normal schools on equal terms with men and further provided that a preparatory department might be established in connection with the colored normal school.[3] The appropriation for the two normal schools established in 1877 was to be continued annually until the General Assembly should otherwise provide.[4]

A meeting of the State Board was held Mar. 28, 1879 to consider recommendations of the Local Board at Fayetteville, dated Mar. 24, 1879, which were incorporated into the minutes

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1 Ibid. p. 55.

2 Ibid. No. 9, p. 8 and 25.

3 North Carolina, Laws, 1879, Chap. 54, Sec. 1. Ratified Feb. 20, 1879. This section erroneously states that the Act of 1877 was ratified Mar. 7, 1877 whereas reference to the laws of that session show that it was ratified Mar. 9, instead.

4 Ibid. Sec. 2.

of the State Board.[1] The local recommendations which the State Board adopted provided for nine months of school each year divided into three terms of three months each, beginning the first Monday in October, January and April respectively, students to be admitted at the beginning of any term, but only those continuing to the end of a term should receive financial aid and those who remained through the spring term should receive carfare both coming and going. A preparatory department was established and the Local Board was authorized to spend not over one hundred dollars a year upon it. The course of study was changed to that given in Table II.

The Board of Trustees of the Howard School-house offered them the use of the second floor of their building from Oct. 1, 1879 to Oct. 1, 1881, provided they would keep the building in repair out of the State appropriation. This offer the State Board accepted. Chas. W. Chesnutt petitioned the State Board that his annual salary be raised from $400.00 to $600.00, but no action was taken on this petition.

The total enrollment of the school for the year 1878-79 was ninety-three, fifty-five males and thirty-eight females.[2] The report for that year speaks of activities of enemies of the school who were doing their best to interfere with it because

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[1] North Carolina, State Board of Education, Minutes, Mar. 28, 1879.

[2] North Carolina, Public Documents, 1881, No. 5, p. 35.

TABLE II. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FAYETTEVILLE, ADOPTED 1879

Preparatory	Junior class	Middle class	Senior class
Reading	Articulation Phonetics	Advanced reading Elocution	Rhetorical exercises
Spelling	Spelling and defining		
Writing	Writing	Penmanship	
Drawing	Drawing	Drawing	Map-drawing
Mental and written arithmetic	Arithmetic	Advanced arithmetic	Book-keeping Algebra Astronomy
Primary geography	Geography	Physical and political geography	
Language lessons	Grammar	Grammar	Analysis
	Composition	Composition	Composition
Rudiments of vocal music	Vocal music	Vocal music	Vocal music
	N. C. history	U. S. history	General history
		Dictation	Dictation
			Physiology
			Natural philosophy
		School register	School economy
			Practice in teaching

it was non-partisan and undenominational and did not teach their particular brand of politics.

The school year 1879-80 was reported by C. W. Chesnutt who was at the time of the report, (Dec. 27, 1880), principal of the school.[1] The enrollment for that year was one hundred six, fifty-seven males and forty-nine females. The report stated that the activities of the enemies of the school had entirely subsided, after an attempt which was made at election time to stir up opposition.

On Nov. 15, 1880 the State Board met to take action upon a letter[2] from J. D. Williams, Treasurer of the normal school, reporting the death of Robert Harris, which occurred Oct. 24, 1880.[3] Prof. Harris had been receiving $100.00 per month, but when C. W. Chesnutt was made Principal, his salary was fixed at $62.50 and H. C. Tyson and Mrs. Mary E. Harris were elected his assistants.[4]

The Legislature of 1881 passed an Act to have restored to the Public School Fund all money from that fund which had been used for normal schools together with interest at four per cent. per annum from date of expenditure.[5] Funds of the colored

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[1] Ibid. No. 6, p. 39-43.

[2] North Carolina, State Board of Education, Minutes, Nov. 15, 1880.

[3] North Carolina, Public Documents, 1881, No. 6, p. 38.

[4] North Carolina, State Board of Education, Minutes, Nov. 15, 1880.

[5] North Carolina, Laws, 1881, Chap. 91, Secs. 1, 2, 3. Ratified Feb. 17, 1881.

normal school had been directed by Mr. E. J. Lilly from its founding till Sept. 23, 1878, when Mr. J. D. Williams became Treasurer.[1]

5. The Peabody Fund

The Peabody Education Fund was established in 1867 by Mr. George Peabody to encourage the development of an effective system of public schools in the South. At the time of its organization, the Trustees adopted a ruling favoring furtherance of normal schools for teachers by whatever means that best lent themselves to the attainment of this end.[2] The first report of Rev. B. Sears, General Agent for the Fund, favored state normal schools rather than normal departments in colleges or academies and the attendance of colored teachers at these institutions.[3]

In pursuance of this policy, the Peabody Education Fund helped the state colored normal school at Fayetteville from its beginning in 1877, giving it $500.00 for the year 1877-78[4] and the same amount annually for the next two years.[5]

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1 North Carolina, Public Documents, 1881, No. 6, p. 46.

2 Peabody Education Fund, Proceedings, Vol. I, p. 16.

3 Ibid. p. 56-57.

4 North Carolina, Public Documents, 1879, No. 10, p. 53 and 46.

5 Ibid. 1881, No. 5, p. 44 and No. 6. p. 47.

[illegible]

6. Summary

When the Legislature in 1877 made provision for a colored normal school, the State Board of Education took counsel with representatives of the negro race in order to follow their wishes, so far as possible. The school was established at Fayetteville, under the management of a Local Board of three members, subject to the approval of the State Board.

A normal course of three years was provided, and part of the appropriation was used to defray traveling expenses of students from a distance. The first two annual sessions were of eight months each, but beginning with 1879-80, sessions continued for nine months each and a preparatory department was established.

In addition to the State appropriation, the Peabody Education Fund assisted the school financially each year.

CHAPTER II. EXTENSION OF NEGRO NORMAL SCHOOLS

1. Legislation

The report of State Superintendent Scarborough for 1880 recommended that the appropriation to the normal schools be largely increased and that if possible other normal schools be established in different sections of the state.[1]

The Legislature carried out this suggestion and provided that the State Board of Education be directed to establish other normal schools for both white and colored teachers, not less than four for each race, and that in addition to the appropriation for the University Normal School and the colored normal school at Fayetteville, two thousand dollars be provided annually for the normal schools of each race.[2] In 1883, Superintendent Scarborough advised that the number of state colored normals be left to the discretion of the State Board of Education,[3] but this proposal was not carried out till 1903.

The only further official action applying to the schools as a group was taken after Superintendent Finger,

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1 North Carolina, Public Documents, 1881, No. 6, p. 53.

2 North Carolina, Laws, 1881, Chap. 141, Sec. 5. Ratified Mar. 1, 1881.

3 North Carolina, Legislative Documents, 1883, No. 6, p. 63.

in his Biennial Report for 1885-86, recommended that the four colored normal schools established in 1881 should be made more effective by increased appropriation.[1] The Legislature of 1887 increased the annual appropriation for these schools to six thousand dollars.[2] This made the support of each of the four, fifteen hundred dollars per annum from state funds, while the state colored normal school at Fayetteville was still receiving two thousand dollars each year.

2. Locating the additional schools

When the State Board met on April 29, 1881, Franklinton, Henderson, Wilson, New Berne, Monroe, Plymouth and other places asked for the colored schools authorized by the Legislature in that year.[3] The Board did not decide the question of location at that time, but met again April 30, and decided to locate two of the colored normals at New Berne and Franklinton, another at Tarboro or Plymouth, and the fourth at Greensboro, Charlotte or Salisbury, according to which gave the best proposition.[4] Final decision was then left to the State Superintendent who was also authorized to make necessary arrangements. At a meeting on June 11, the schools were

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[1] North Carolina, Executive and Legislative Documents, 1887, No. 9, P. 14.

[2] North Carolina, Laws, 1887, Chap. 408, Secs. 1, 2. Ratified Mar. 7, 1881.

[3] North Carolina, State Board of Education, Minutes, April 29, 1881.

[4] Ibid. April 30, 1881.

definitely located at New Berne, Franklinton, Plymouth and Salisbury, and the State Treasurer was authorized to give them five hundred dollars each per annum. [1]

Here the courses of the four institutions separate and each must be taken up in turn.

3. Establishment of the normal schools and their development up to 1903

A. New Berne

The first to open was the New Berne Colored Normal School, the first session of which began July 11, 1881.[2] George H. White was principal for the sessions of 1881 and 1882, each lasting twenty-one weeks. The enrollment for 1881 was 63, for 1882, ninety-eight.[3] The report for 1882 spoke of the erection of a handsome and commodious building the use of which had been accorded the normal school.

For the third session of the school, the Local Board decided upon a forward step and secured Miss Ella W. Somerville, head of the grammar school in Washington, D. C. to have charge of the normal school for the session, bringing her teachers with her.[4]

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1 Ibid. June 11, 1881.

2 North Carolina, Legislative Documents, 1883, No. 6, p. 107.

3 Ibid. p. 152.

4 Ibid. 1885, No. 8, p. 181.

Rev. M. A. Hopkins and two assistants who had opened the school two weeks before her arrival were also retained as teachers.[1] Apparently the new departure was not successful, for in 1884 the earlier plan was resumed, and twelve weeks of school were held with J. A. Savage who had been an assistant teacher in 1883 as Principal.[2] The session of 1885 lasted from June 15 to August 25, with Prof. E. Moore as Principal.[3] For 1886, S. A. Waugh, who had been assistant teacher in 1884, was Principal and held school for ten weeks.[4] Each of the sessions so far was held during the summer and continued so long as funds lasted.

The increased appropriation to colored normal schools referred to above (p. 17) made possible greatly extended school sessions. In the same year the State Board removed the school from New Berne to Goldsboro.[5] Owing to the difficulty in getting suitable quarters, the normal school did not open till Dec. 1, 1887 and its session closed June 29, 1888, a total of a little less than eight months.[6]

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1 Ibid. p. 96.

2 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 78.

3 Ibid. p. 79-80.

4 Ibid. p. 81-83.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888. p. 65 and 67.

6 Ibid. p. 65. The Principal's statement that the session lasted eight months is obviously incorrect if he gave correct dates of opening and closing.

From 1888 to 1896 each session of school continued for nine months, in addition to which, for all years except 1892-93 and 1894-95, one month of institute was held. No information is available as to length of sessions from 1896 to 1903 when the school was closed.

L. P. Berry was Principal from 1887 to 1889,[1] after which S. B. Pride held that position till 1891.[2] During the session of 1891-92 the school had the largest enrollment of any colored normal school in the state under the principalship of James D. Martin.[3] H. E. Hagans was head of the school for 1892-93,[4] after which R. S. Rives held the position for two years,[5] followed by A. L. Sumner for 1895-96.[6]

The next information as to the principalship of this school was in 1898 when A. L. Sumner's bill for one month's salary as Principal was not allowed because the State Board agreed with the Local Board that Prof. Sumner did not teach that month.[7] The report for 1897-98 was dated Jan. 1898 and signed by E. E. Smith,

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1 Ibid. 1889 and 1890. p. 51-2.

2 Ibid. p. 52-54, and 1891 and 1892, p. 57-58.

3 Ibid. p. 59.

4 Ibid. 1893 and 1894, p. 65-66.

5 Ibid. p. 67-68, and 1894-5 and 1895-6, p. 70-72.

6 Ibid. p. 73-74.

7 North Carolina, State Board of Education, Minutes, Jan. 27, 1898.

Superintendent.[1] For the year 1898-99, the State Board refused to endorse the election of W. F. Fonville as Superintendent of the Goldsboro normal school and asked the Local Board to elect a Principal.[2] Later Prof. Fonville presented a bill for services but both State and Local Boards refused it.[3] Rev. P. W. Russell served as Principal for 1898-99.[4] From 1899, H. E. Hagans was Principal till the school closed in 1903.[5]

In 1895, the Legislature passed an Act appointing the Local Board of the Goldsboro colored normal school.[6] The State Board retaliated by providing that the Local Board at Goldsboro which had been appointed by the Legislature should have rights only as given by the State Board of Education, and instructed the State Superintendent to enforce these rules.[7] The Legislature of 1897 passed an Act defining the duties of the Local Boards of the colored normal schools, specifically stating that Local Boards should be appointed by the State Board for a term of two years,

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1 North Carolina, Superintendent of Public Instruction, Biennial Report, 1896-97 and 1897-98. p. 144-45.

2 North Carolina, State Board of Education, Minutes, Aug. 23, 1898.

3 Ibid. Nov. 18, 1898.

4 North Carolina, Superintendent of Public Instruction, Biennial Report, 1896-97 and 1897-98. p. 139.

5 Ibid. 1898-99 and 1899-1900, p. 188-89; 1900-01 and 1901-02, (p. 75 infers but does not state that Prof. Hagans was Principal for 1900-01), p. 355-56; 1902-03 and 1903-04, p. 538-40.

6 North Carolina, Public Laws, 1895, Chap. 217, Secs. 1, 2, Ratified March 11, 1895.

7 North Carolina, State Board of Education, Minutes, July 6, 1895.

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[7]

and that the State Board had final authority in all matters.[1] In accordance with this Act, the State Board met April 24, 1897 and appointed Local Boards for all the colored normal schools except Goldsboro, which was deferred to the following Monday.[2] The Legislature of 1899 passed an Act repealing Chapter 217, Public Laws of 1895 and Chapter 119, Sections 1-5, Public Laws of 1897,[3] and later in the session, passed an Act appointing the Local Board and taking the control of the school entirely out of the hands of the State Board.[4] In 1901, the Legislature put the entire control of the colored normal schools in the hands of the State Board of Examiners, who were to be appointed by the State Board of Education.[5]

Industrial work was given for the first time in this institution in 1888-89,[6] The department did not expand as had been

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1 North Carolina, Public Laws, 1897, Chap. 119, Secs. 1-5, Ratified Feb. 23, 1897, (See Senate Journal, 1897, p. 455). The Bill, S. B. 344, H. B. 1036, was introduced Feb. 2 by Mr. H. L. Grant of Goldsboro (Senate Journal, p. 148), who had been a member of the Legislature of 1895 which had appointed him Chairman of the Local Board of the Goldsboro colored normal school.

2 North Carolina, State Board of Education, Minutes, April 24, 1897. The list as given in the Minutes of the Monday meeting is evidently that of Jan. 27, 1898, at which time Mr. W. D. Herring was appointed to fill vacancy and A. A. Smith (member of the Local Board at Goldsboro since legislative act of 1895) was informed that he could no longer retain his position on the Local Board, for he had accepted a Federal position. The list given includes W. D. Herring but does not include A. A. Smith.

3 North Carolina, Public Laws, 1899, Chap. 73, Secs. 1, 2, Ratified Feb. 10, 1899.

4 Ibid. Chap. 397, Secs. 1-4, Ratified March 6, 1899.

5 Ibid. 1901, Chap. 4, Sec. 70, Ratified March 11, 1901.

6 North Carolina, Superintendent of Public Instruction, Biennial Report, 1889 and 1890. p. 51-52.

desired in 1890-91,[1] but some gifts from friends of the school in 1891-92 made possible the extension of the department.[2] This part of the work flourished in 1892-93[3] but was hampered by lack of funds during the next two years.[4] Industrial department for girls was conducted from 1901 to 1903, but only for girls.[5] From 1895 to 1901, no information about the industrial department is available. The manner in which consolidation of the colored normal schools was accomplished is reserved for a later chapter.

B. Plymouth

The second of the colored normal schools to open was that at Plymouth, whose first session opened Aug. 8, 1881 and continued for six months under the direction of A. Hicks, Jr.[6] A. L. Sumner, who was Principal of the Goldsboro normal school for 1895-96 (see p. 20) assisted him during the closing month of school. Prof. Hicks began the next school year, but died Jan. 22, 1883, and Henry P. Cheatham took his place and served as Principal during the remainder of that term of six months,[7]

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1 North Carolina, Superintendent of Public Instruction, Biennial Report, 1891 and 1892, p. 57-58.

2 Ibid. p. 59.

3 Ibid. 1893 and 1894, p. 65-66.

4 Ibid. p. 67-68, and 1894-95 and 1895-96, p. 70-72.

5 Ibid. 1902-03 and 1903-04, p. 538-40 and 1900-01 and 1901-02 p. 75.

6 North Carolina, Legislative Documents, 1883, No. 6, p. 102-06.

7 Ibid. 1885, No. 8, p. 97-100.

all of the five months of the session of 1883-84,[1] and until Dec. 1, 1884 when he resigned.[2] In January or early in February, 1884, Prof. Cheatham married Miss L. S. Cherry, one of his teachers.[3] John W. Pope served as Principal from the date of Prof. Cheatham's resignation to the close of the session of 1885-6. Each of these sessions was of five months' duration,[4] and the school was at a very low ebb as can be determined from reports of work done. Prof. Pope spoke of the unsatisfactory building in which the school was held and remarked that the state approved textbooks were discarded in part, and students brought in any they might have, thus securing many valuable ideas for their work. Two students were dismissed for immoral conduct during the year 1885-86.

At the beginning of the session of 1886-87, Prof. Henry Clay Crosby became Principal and continued to occupy this position till ill health compelled him to resign in April, 1897.[5] The first session of his administration, held in 1887, lasted for only eighteen weeks,[6] but under his able direction and

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1 Ibid. p. 175-79.

2 North Carolina, Executive and Legislative Documents, 1887, No. 9. p. 72-5.

3 North Carolina, Legislative Documents, 1885, No. 8, p. 180.

4 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 72-5 and 75-77.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1896-97 and 1897-98, p. 160.

6 Ibid. 1887 and 1888, p. 60-62.

with the help of the increased state appropriation, sessions after that were of full length. Largely due to Prof. Crosby's efforts, a frame building which would accomodate about two hundred fifty students was erected during the year 1887-88 by private subscription at a cost of several hundred dollars.[1] The year 1887-88 continued for nine months, but beginning in the fall of 1888, the next fourteen sessions of the school were of ten months duration each. Since no report is available for 1902-03, it is probable that that session was of the same length.

J. W. McDonald, who taught during the session of 1887,[2] certainly from 1890 to 1896,[3] and probably during the next year, became Principal in 1897[4] and continued in that capacity till 1900.[5] At the close of his service, Charles M. Eppes, who had been teacher during 1899-1900, became Principal and served at least till 1902, and perhaps through the following year as well.[6]

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1 Ibid. p. 62-63.

2 Ibid. p. 62.

3 Ibid. 1891 and 1892, p. 53, and 1894-95 and 1895-96, p. 78.

4 Ibid. 1896-97 and 1897-98, p. 164.

5 Ibid. 1898-99 and 1899-1900, p. 186.

6 Ibid. p. 186; and 1900-01 and 1901-02, p. 77 and 354.

P. W. Moore, who began teaching in 1887[1] and continued to teach in the Plymouth colored normal school for three full terms, and six months of 1890-91[2] became Principal of the Elizabeth City colored normal school when it was opened in 1892[3] and has been associated with that institution down to the present.

The only legislative action concerning this school was an Act passed in 1899 appointing the Local Board and taking control of the school out of the hands of the State Board.[4]

Industrial work was never a prominent feature of the work here, but some was provided for girls in 1897-98,[5] dropped in 1899-1900,[6] but again introduced in 1901-02.[7] The only Institutes held here were those of 1899-1900[8] and 1900-01,[9] each of two weeks duration.

The Plymouth colored normal school along with the others passed under the control of the State Board of Examiners in 1901.[10]

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1 Ibid. 1887 and 1888, p. 63.

2 Ibid. 1891 and 1892, p. 53.

3 Ibid. p. 56.

4 North Carolina, Public Laws, 1899, Chap. 577, Secs. 1-6, Ratified March 7, 1899.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1896-97 and 1897-98, p. 163.

6 Ibid. 1898-99 and 1899-1900, p. 186.

7 Ibid. 1900-91 and 1901-02, p. 353.

8 Ibid. 1898-99 and 1899-1900, p. 187.

9 Ibid. 1900-01 and 1901-02, p. 77.

10 North Carolina, Public Laws, 1901, Chap. 4, Sec. 70, Ratified March 11, 1901.

C. Salisbury

The third normal school for negroes established in 1881 to open was that at Salisbury, which began its first session on August 17, under the direction of John O. Crosby.[1] This school is of particular interest for two reasons: it was the only one of these four institutions to have the same man as Principal at the time it was disestablished as at its beginning,[2] and it was one of the two schools which made report for the year they were closed.[3] Prof. Crosby was Principal throughout the time the school was in existence, with the exception of four years, 1892-1896, when F. M. Martin served as Principal.[4] Out of a large number of applicants, Prof. Crosby was elected President of the Agricultural and Mechanical College at Greensboro, sometime before June 15, 1892, and held this position till May, 1896 when he was dismissed, evidently due to no fault of his own.[5]

The first session of the school continued for eight months.[6] The session of 1882-83 was prolonged to six and one half months

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1 North Carolina, Legislative Documents, 1883, No. 6, p. 112-13.

2 North Carolina, Superintendent of Public Instruction, Biannial Report, 1902-03 and 1903-04, p. 544.

3 Ibid. p. 543-44.

4 Ibid. 1892-93 and 1893-94, p. 59-60; and 1894-95 and 1895-96, p. 64-65.

5 The Agricultural and Technical College Register, September-October-November, 1926, p. 6-7.

6 North Carolina, Legislative Documents, 1883, p. 114.

only by most of the advanced students agreeing to teach two classes daily.[1] The session of 1883-84 continued for seven months, but the teaching force was short for a part of the year because of insufficient funds.[2] The opening of another high grade institution within the city (evidently Livingstone College), did not in any way decrease the enrollment of the school. The city authorities supplied the school with some new folding desks, and Prof. Crosby considered the library and laboratory equipment excellent.

The fourth session of the school lasted seven months, but that of 1885-86 for only five and one half months, due to insufficient appropriation, even though there had been a slight saving by an arrangement with the city graded school whereby both operated under the same management in the building owned by the city graded school.[3] This arrangement was discontinued after the close of the session, and the Dixonville Baptist Church was used after that.[4] It seemed no longer available in the fall of 1888, but after some discussion a lease for five years was secured for part of the property, and in 1889 this

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1 Ibid. 1885, p. 87-89.

2 Ibid. p. 190-91.

3 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 89-90.

4 North Carolina, Superintendent of Public Instruction, Biennial Report, 1889 and 1890, p. 55-57.

lease was somewhat changed and extended for eight years and some additional rooms were built at a cost of $400.00.

The session of 1886-87 continued for only five months.[1] The increased appropriation in 1887 made possible the employment of three teachers throughout the entire eight months of the session of 1887-88.[2] Industrial work was given in 1889-90.[3] The Principal's report for 1890-91 spoke much concerning the needs of the school.[4] A peculiarity of Prof. Crosby's reports is that though the closing date of most years is given, the opening date is not. Nearly all the annual reports after 1890 spoke of urgent need for a suitable building for school purposes. After 1887, all the sessions for which information is available were of eight months duration, with the exception of that of 1900-1901, which lasted for nine months.[5] A smaller attendance was reported for 1899-1900 due in large part to a smallpox epidemic.[6] The new course of study prescribed by the State Board was not very cordially welcomed in the beginning, but later the students

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1 Ibid. 1887 and 1888, p. 57.

2 Ibid. p. 59-60.

3 Ibid. 1889 and 1890. p. 55-57.

4 Ibid. 1891 and 1892. p. 60-61.

5 Ibid. 1887 and 1888, p. 59-60; 1892-93 and 1893-94, p. 59-60; 1894-95 and 1895-96, p. 63-65; 1896-97 and 1897-98, p. 146-48; 1900-01 and 1901-02, p. 74.

6 Ibid. 1898-99 and 1899-1900, p. 197-98.

became reconciled to it. The session of 1900-1901 was held in one of the buildings of Livingstone College, according to an agreement endorsed by State Superintendent Mebane.[1] Prof. Crosby's report of a successful year of school for 1902-03 was dated June 12, 1903, the month during which the State Board discontinued the institution.[2]

D. Franklinton

Sometime prior to April 30, 1881, Albion Academy was founded at Franklinton by Rev. Moses A. Hopkins,[3] for on that date the State Board decided to locate one of the four newly provided for normal schools at Franklinton, and the fact that they did not defer the location of it as they did two of the others, waiting for some definite proposition from the community indicates that they had received and accepted the offer made by Albion Academy.[4] Principal Waugh later referred to the transaction.[5]

Rev. M. A. Hopkins became the first Principal of the normal school, the first session of which opened Sept. 19, 1881, and continued for eight months.[6] The treasurer of the school reported salaries paid for only five months.[7] Probably the three months

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1 Ibid. 1900-01 and 1901-02, p. 74.

2 Ibid. 1902-03 and 1903-04, p. 543-44.

3 Ibid. 1887 and 1888, p. 49.

4 North Carolina, State Board of Education, Minutes, April 30, 1881.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888, p. 49.

6 North Carolina, Legislative Documents, 1883, No. 6, p. 110-1

7 Ibid. p. 112.

additional salaries were paid from private contributions, as they were in some later years.[1] S. A. Waugh, who was assistant during the first and second years of the school was probably connected with it during the session of 1883-84 also.[2] He served as teacher in the New Berne normal school in the summer of 1884, and was its Superintendent in 1886.[3] Rev. M. A. Hopkins continued as Principal at Franklinton till 1885. The second year of the school continued for eight months, and the third for seven months, with many of the older students teaching in order to make the State appropriation go as far as possible.[4] The session of 1884-85 was probably of seven months duration, though the teachers were paid from state funds for only six months.[5] S. A. Waugh was Principal at the end of the session of 1885-86, which had continued through seven months only by the assistance of friends in the North, but stated that Rev. M. A. Hopkins continued to hold the position of Principal as long as he lived, though in Africa.[6] Rev. Hopkins had been appointed Minister Resident and Consul-General to Liberia Sept. 11, 1885,

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1 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 85.

2 Ibid. p. 78.

3 Ibid. p. 81-83.

4 North Carolina, Legislative Documents, 1885, No. 8, p. 93 and 188.

5 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 83-84. Principal Waugh's statement that there had been five sessions of seven months each is obviously incorrect since each of the first two terms lasted for eight months.

6 Ibid. p. 85.

arrived in Africa Dec. 10 of the same year and presented his credentials four days later. Date of his death is not stated, but his successor, Charles H. J. Taylor, was appointed May 11, 1887.[1]

An Industrial department with work for both boys and girls was established in 1885-86, and maintained in 1887-88.[2] The industrial work for 1889-90 consisted of shoe and sewing departments.[3] The session of 1886-87 continued for seven months, that of 1887-88 for eight.[4] The school building was ample and satisfactory, according to the Principal's reports from 1886 to 1888.[5] From 1888 to 1891, S. S. Sevier served as Principal.[6] During his first year as Principal, two teachers were added whose salaries were paid by friends in the North.[7] The session of 1888-89 continued for eight months, but that of 1889-90 for only six and one half months, in order to save money to repair the building which was said to be dilapidated and badly in need of repair. Prof. Sevier reported, in 1891, that state support had been withdrawn.[8]

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1 Appointment Section of the Department of State, information furnished in letter dated Nov. 15, 1929, H. A. 116.3/1567.

2 North Carolina, Executive and Legislative Documents, 1887. No. 9, p. 85, and Superintendent of Public Instruction, Biennial Report, 1887 and 1888, p. 47-52.

3 Ibid. 1889 and 1890, p. 43-46.

4 Ibid. 1887 and 1888, p. 47-52.

5 Ibid.

6 Ibid. 1889 and 1890, p. 43-6 and 1891 and 1892, p. 50.

7 Ibid. 1889 and 1890, p. 43-46.

8 Ibid. 1891 and 1892, p. 50.

The Legislature of 1891 passed an Act providing that the colored normal school be removed from Franklinton to Warrenton, provided that Warrenton should furnish suitable quarters and three hundred dollars per year in addition to the State appropriation.[1] The State Board was not satisfied with the action of the Legislature, and since the conditions of the Act were not satisfactorily met, they decreed on May 5 that the change should not be made unless Warrenton should furnish evidence satisfactory to the State Board that the conditions would be complied with.[2] Warrenton did not yet furnish the proof desired, for on June 2, they instructed the Secretary to inform the Mayor and others of Warrenton that the State Board was not justified in moving the normal school.[3] During the summer, however, satisfactory arrangements were made, and on August 18, the State Board agreed to make the removal.[4]

When the normal school was taken from Franklinton, the Albion Academy resumed its educational work, and reported two hundred seventeen students for 1891-92, with S. S. Sevier as Principal.[5]

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1 North Carolina, Laws, 1891, Chap. 523, Secs. 1, 2. Ratified March 9, 1891.

2 North Carolina, State Board of Education, Minutes, May 5, 1891.

3 Ibid. June 2, 1891.

4 Ibid. Aug. 2, 1891.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1891 and 1892. p. 68.

For the same year, the normal school at Warrenton reported a session of eight months with two hundred fifty eight students, under the principalship of J. A. Whitted.[1] Prof. Whitted had been Principal of the Warrenton high school at least four years prior to his becoming Principal of the state normal school at Warrenton.[2] The Warrenton high school had been reporting an average enrollment of around ninety, and the great increase in enrollment seems to indicate that the removal of the state normal school to Warrenton did give something more of a general nature to the institution. The Legislature of 1893 moved the normal school back to Franklinton, upon condition that a suitable building be provided.[3] On July 14, Superintendent Scarborough appointed/a Local Board of Managers for the Franklinton normal school.[4] They met and elected J. A. Savage Principal and made arrangements for school to open Oct. 3, 1893. Prof. Savage continued as Principal throughout the rest of the time this state normal school was in existence, for he was still occupying the position in 1901-02, the last year for which report was made.[5]

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1 Ibid. p. 51 and 74.

2 Ibid. 1887 and 1888, p. 141; and 1889 and 1890, p. 104.

3 North Carolina, Public Laws, 1893, Chap. 24, Secs. 1, 2. Ratified Jan. 20, 1893.

4 North Carolina, Superintendent of Public Instruction, Biennial Report, 1892-93 and 1893-94, p. 77.

5 Ibid. 1900-01 and 1901-02, p. 351-52.

After the normal school was discontinued, he became Principal of the Albion Academy, which position he still held in 1928-29.[1]

Beginning with 1893-94, each term was of eight months duration, and the industrial department was maintained most, if not all, the sessions after that time.[2] The only institute in connection with this school was in 1897-98, when one of two weeks duration was held at the close of the school year.[3] The institution at Franklinton continued to function as a state normal school till 1905, when it was closed on recommendation of the Director of Negro Normal Schools, since the people of Franklinton did not make any proposition to secure the permanence of the school.[4] On Aug. 23, of that year, the State Board took action to sell the property of the Franklinton normal school for $200.00 and the books at one fourth their listed value.[5] Thus it seems that practically all the property valued at $10,000.00 mentioned by Principal Savage in his report for 1896-97 must have been that of the Albion Academy.[6]

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1 North Carolina, Educational Publications, No. 126, Division of Publications, No. 36, 1928-29, p. 47.

2 North Carolina, Superintendent of Public Instruction, Biennial Report, 1892-93 and 1893-94, p. 77: 1894-95 and 1895-96, p. 82: 1896-97 and 1897-98, p. 165: 1898-99 and 1899-1900, p. 193: 1900-01 and 1901-02, p. 351.

3 Ibid. 1896-97 and 1897-98, p. 167.

4 North Carolina, State Board of Education, Minutes, June 19, 1905.

5 Ibid. Aug. 23, 1905.

6 North Carolina, Superintendent of Public Instruction, Biennial Report, 1896-97 and 1897-98, p. 166.

E. Elizabeth City

The Legislature of 1891 directed the State Board of Education to establish a colored normal school at Elizabeth City, whose expenses should be met by taking part of the appropriation from each of the other schools.[1] On June 2, 1891 the State Board appointed a Local Board of Managers for the normal school at Elizabeth City, and directed the State Superintendent to notify the Local Board to organize the school on the same plan as the other normal schools.[2]

The first session opened Jan. 4, 1892 with Prof. Peter W. Moore as Principal,[3] and continued for five months. Prof. Moore has continued in charge of the institution from its opening to the present, having been made President Emeritus in 1928.[4] The session of 1892-93 lasted for eight months,[5] that of 1893-94 for ten months.[6] Beginning with 1894, each session of the school was of nine months duration, with the exception of those from 1899 to 1902, each of which was of thirty-eight weeks duration.[7]

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1 North Carolina, Laws, 1891, Chap. 265, Secs. 1-4, To go into effect after Jan. 1, 1892. Ratified Mar. 3, 1891.

2 North Carolina, State Board of Education, Minutes, June 2, 1891.

3 North Carolina, Superintendent of Public Instruction, Biennial Report, 1891 and 1892, p. 55-56.

4 North Carolina Colored Normal School, Elizabeth City, Catalogue, 1927-28, p. 3.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1892-93 and 1893-94, p. 72-73.

6 Ibid. p. 74-75.

7 Ibid. 1898-99 and 1899-1900, p. 173; 1900-01 and 1901-02, p. 69; 1900-01 and 1901-02, p. 345.

Since the second annual summer normal school at Elizabeth City was held in 1900,[1] the first was evidently in 1899. The summer sessions of 1900, 1901 and 1902 each lasted ten days.[2] During 1899-1900, the Trustees transferred the building in which the school was held to the State Board of Education to be used by them so long as a state colored normal school was continued in the city.[3] During the session of 1902-03, industrial work for girls was added to the course of instruction.[4]

The only state colored normal school whose Local Board was left to the appointment of the State Board, in the movement in the Legislature of 1899 toward localization of normal school management, was that at Elizabeth City. The State Board appointed this Local Board at their meeting May 1, 1899.[5] The Legislative action of 1901, placing the management of the colored normal schools under the State Board of Examiners resulted in election of Local Board by that body in 1901.[6] But the action of the Legislature of 1903 restored the direction to the State

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1 Ibid. 1898-99 and 1899-1900, p. 195.

2 Ibid. and 1900-01 and 1901-02, p. 73 and 348.

3 Ibid. 1898-99 and 1899-1900, p. 174.

4 Ibid. 1902-03 and 1903-04, p. 537.

5 North Carolina, State Board of Education, Minutes, May 1, 1899.

6 North Carolina, Public Laws, 1901, Chap. 4, Sec. 70.

Board of Education,[1] which on July 13, 1903 appointed the first Local Boards under this ruling,[2] a ruling which continued in force for many years.

F. Slater State Normal School

The Slater Industrial Academy, at Winston-Salem, was incorporated by the Clerk of the Court Sept. 28, 1892 by S. G. Atkins and others.[3] The name was merely complimentary, for the Slater Fund gave the school no assistance for a number of years. The institution was opened in 1893, but was wholly private till 1895 when the Legislature voted to direct the State Board to establish a normal school for colored teachers at or near Winston or Salem in Forsyth County, and provided that the State should pay, up to one thousand dollars annually, an amount equal to that raised by the Slater Industrial Academy, in order to have the use of the buildings of that institution.[4] The same Legislature also passed an Act to appropriate one thousand dollars annually for the State colored normal school.[5]

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1 Ibid. 1903, Chap. 740, Secs. 1, 2.

2 North Carolina, State Board of Education, Minutes, July 13, 1903.

3 North Carolina, Public Laws, 1899, Chap. 561. Preamble.

4 North Carolina, Public Laws, 1895, Chap. 393, Secs. 1, 2, 3. Ratified March 13, 1895.

5 Ibid. Chap. 457. Secs. 1, 2, Ratified March 12, 1895.

To the meeting of the State Board on May 2, 1895, a communication was presented, asking the meaning of the latter legislation, stating that each of the colored normal schools was claiming its part of the one thousand dollars.[1] The Attorney General ruled, and his ruling was entered upon the minutes of the above date, that this referred to the state normal school at Winston-Salem.[2] At the same meeting the State Board appointed the Local Board for the school at Winston-Salem. The first session under the new management opened in the fall of 1895, under S. G. Atkins, Principal.[3] Dr. Atkins is still chief executive of the institution. In 1899, the name was changed by the Legislature to the Slater Industrial and State Normal School.[4] Beginning with the session of 1895, each session was of eight months duration.[5]

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1 North Carolina, State Board of Education, Minutes, May 2, 1895.

2 It seems at least open to question whether Chapter 457 was intended to apply to the school at Winston-Salem. The Bill which resulted in Chapter 393 was introduced in the House Feb. 18, 1895, (House Journal, 1895, p. 391), but before it reached the Senate, though on the same day, Senator Grant from Goldsboro introduced into the Senate Bill 1228, to appropriate $1000.00 to the state normal school. (Senate Journal, 1895, p. 509). The reading $10000.00 on page 509 of the Senate Journal must have been a misprint, for without being amended or referred to any committee, it reached the House March 8, reading one thousand dollars.

3 North Carolina, Superintendent of Public Instruction, Biennial Report, 1894-95 and 1895-96, p. 89-92.

4 North Carolina, Laws, 1899, Chap. 561, Secs. 1-11, Ratified March 6, 1899.

5 Personal interview with Dr. S. G. Atkins.

G. Fayetteville during this period

As to length of term, the colored normal school at Fayetteville did not fluctuate as did the other schools. Length of term did not vary more than one week either way from the thirty-six weeks each year established in 1881, (p. 10), throughout the period ending in 1905. In 1895-96, the last two weeks of the regular term were devoted to institute work, which was not, however, really a part of the regular school year.[1] The following year also, two weeks were taken out of the regular school year for institute.[2] In 1900 the second annual summer normal school was held at Fayetteville,[3] so the first must have been held in 1899. The industrial department was maintained in 1888-89,[4] and again instituted in 1902-03.[5] This time, it immediately took deep root, and has continued to be a prominent feature of the school since that time.[6]

Prof. Chesnutt continued as Principal through 1882-83,[7] when E. E. Smith took charge,[8] and continued in the position

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1 North Carolina, Superintendent of Public Instruction, Biennial Report, 1894-95 and 1895-96, p. 69.

2 Ibid. 1896-97 and 1897-98, p. 150.

3 Ibid. 1898-99 and 1899-1900, p. 183.

4 Ibid. 1889 and 1890. p. 39.

5 Ibid. 1902-03 and 1903-04, p. 541-42.

6 Ibid.

7 North Carolina, Legislative Documents, 1885, No. 8, p. 82.

8 Ibid. p. 169.

till May 8, 1888, when he resigned to become Minister Resident and Consul General to Liberia.[1] He had been appointed April 24, 1888, arrived in Africa July 10 and presented his credentials eleven days later, serving from that time on till May 20, 1890.[2] George H. Williams succeeded Prof. Smith as Principal at Fayetteville, and continued to hold the place till 1895,[3] when E. E. Smith again took charge,[4] for one year, resigning to become Regimental Adjutant of the Third North Carolina Volunteer Infantry during the War with Spain.[5] L. E. Fairley acted as Principal till Prof. Smith's return.[6] From 1899 to the present, Prof. Smith has continued to direct this institution.[7]

The only legislative action which affected the school at Fayetteville during this period was an Act in 1895[8] and another in 1899,[9] appointing the Local Board and providing for the

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1 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888. p. 46.

2 Appointment section of the Department of State, information furnished in a letter, dated Nov. 15, 1929. H. A. 116.3/1567.

3 North Carolina, Superintendent of Public Instruction, Biennial Report, 1894-95 and 1895-96, p. 67.

4 Ibid. p. 69.

5 State Normal School for the Colored Race, Fayetteville, Catalogue, 1925-26, p. 9.

6 North Carolina, Superintendent of Public Instruction, Biennial Report, 1896-97 and 1897-98, p. 152.

7 Ibid. 1898-99 and 1899-1900, p. 182.

8 North Carolina, Public Laws, 1895, Chap. 376, Secs. 1, 2. Ratified March 13, 1895.

9 Ibid. 1899, Chap. 398, Secs. 1-5, Ratified Mar. 6, 1899.

control of the school.

4. State Support

After the action of 1887, referred to on page 17, the next change in state support for the colored normal schools was made in 1891, when the school was established at Elizabeth City. Its support was provided for by taking $500.00 each year from the support of the school at Fayetteville, and $100.00 each annually from the schools at Salisbury, Franklinton, Goldsboro and Plymouth, thus giving the new school $900.00 annually for its support.[1] State Support for the normal school at Winston-Salem at the time of its establishment was to be an amount equal to that raised by the Trustees of the Slater Industrial Academy, but not to exceed $1000.00 annually.[2] The Act passed that year to give $1000.00 annually to the state normal school added this amount to its support each year, by the ruling of the Attorney General,[3] but from financial reports of the various schools, it seems that in addition to the amount assigned to the school at Winston-Salem, $1000.00 was divided about equally among all seven of the schools.

The Legislature of 1897 passed two acts relative to the

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1 North Carolina, Laws, 1891, Chap. 265, Secs. 1-4.

2 North Carolina, Public Laws, 1895, Chap. 393, Secs. 1-3.

3 Ibid. Chap. 457, Secs. 1-3; and North Carolina, State Board of Education, Minutes, May 2, 1895.

colored normal schools: one, adding $4000.00 annually to their support,[1] making the total state support for the seven schools $14,000.00 annually: the other, providing for equal division among the seven colored normal schools of all money appropriated for them by the state, and repealing previous acts in conflict with this act.[2] This made the annual appropriation for each school $2000.00.

No further change in state appropriations was made during the remainder of the period. An excellent summary of state support for colored normal schools from their beginning to and including 1905-06, together with laws bearing on the same, is to be found in the Biennial Report of the Superintendent of Public Instruction for 1904-05 and 1905-06, p. 371-75. The amounts reported by the school treasurers paid by the state are shown in Table III.

5. Philanthropic Aid

Philanthropic aid for the various institutions during this period came principally from the Peabody Education Fund, but there were some smaller gifts from the John F. Slater Fund and from local sources. The amounts specifically designated for the various schools from the Peabody Fund are shown in Table IV. Amounts reported by the schools to have been received are shown in Table V.

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[1] Ibid. 1897, Chap. 443, Secs. 1, 2. Ratified Mar. 8, 1897.

[2] Ibid. Chap. 465, Secs. 1, 2, 3. Ratified Mar. 8, 1897.

TABLE III. AMOUNTS REPORTED BY THE SCHOOL TREASURERS PAID BY THE STATE, 1877-1905

Year	Fayetteville	Plymouth	New Berne[1]	Franklinton	Salisbury	Elizabeth City	Winston Salem
1877-78	$ 2000.	-----	-----	-----	-----	-----	-----
1878-79	2000.	-----	-----	-----	-----	-----	-----
1879-80	2000.	-----	-----	-----	-----	-----	-----
1880-81	2000.	-----	-----	-----	-----	-----	-----
1881-82	2000.	$ 500.	$ 500.	$ 500.	$500.	-----	-----
1882-83	2000.	(2)	500.	500.	500.	-----	-----
1883-84	2000.	500.	500.	500.	500.	-----	-----
1884-85	2000.	500.	500.	500.	500.	-----	-----
1885-86	2000.	500.	500.	500.	500.	-----	-----
1886-87	2000.	500.	500.	500.	500.	-----	-----
1887-88	2000.	1500	[1] 1500.	1500.	1500.	-----	-----
1888-89	1000.	1500.	1500.	(2)	1500.	-----	-----
1889-90	2000.	1500.	1500.	1500.	1500.	-----	-----
1890-91	2000.	1500.	1500.	(2)	1500.	-----	-----
1891-92	1000.	1450.	1450.	[3] 1450.	1450.	$ 450.	------
1892-93	1500.	1400.	1400.	(2)	1400.	900.	-----

Continued

TABLE III. (Continued) AMOUNTS REPORTED BY THE SCHOOL TREASURERS PAID BY THE STATE, 1877-1905

Year	Fayetteville	Plymouth	New Berne[1]	Franklinton	Salisbury	Elizabeth City	Winston Salem
1893-94	$ 1500.	$ 1400.	$ 1400.	$ 1400.	$ 1400.	$ 900.	-----
1894-95	1500.	1400.	1400.	1400.	1400.	900.	-----
1895-96	1749.99	1649.99	1649.99	1649.99	1649.99	1066.66	$ 1000.
1896-97	(2)	1566.66	1566.66	1566.66	1566.66	1066.66	(2)
1897-98	1666.66	1357.15	1357.14	1357.14	1657.15	1857.14	2852.
1898-99	1857.14	857.15	(2)	607.14	1657.15	(2)	(2)
1899-00	1857.14	1857.15	1857.15	1857.14	1757.15	1857.14	2857.14
1900-01	1857.14	1857.15	1857.14	1857.14	1857.15	1857.14	2857.14
1901-02	1357.14	1857.14	1857.14	1857.14	1857.14	1857.14	2857.14
1902-03	(2)	1857.14	1357.14	1857.14	1357.14	1857.14	2857.14
1903-04	2400.	(4)	(4)	(2)	(4)	3000.	2139.05
1904-05	1071.	-----	-----	1007.	-----	1158.11	2059.05
Total	46316.21	27009.53	26152.36	23866.49	28009.53	18727.13	19478.66

[1] School moved to Goldsboro in 1887.

[2] No report.

[3] School held in Warrenton, 1891-93.

[4] School discontinued.

TABLE IV. AMOUNTS SPECIFICALLY DESIGNATED FOR THE VARIOUS COLORED NORMAL SCHOOLS FROM THE PEABODY EDUCATION FUND, 1878-1905

Year	Note	Fayetteville	Plymouth	Goldsboro	Franklinton	Salisbury	Elizabeth City	Winston Salem
1878	1	$ 500.						
1879	2	500.						
1880	3	500.						
1881	4	500.						
1882	5	500.						
1889	6							
1890	7							
1891	8							
1894	9		$ 150.	$ 150.	$ 150.	$ 200.	$ 350.	
1895	10							
1896	11							
1897	12							
1898	13	300.	150.		200.		300.	
1899	14							$ 600.
1900	15							600.
1901	16							500.
1902	17							500.
1903	18							500.
1904	19							500.
1905	20	400.			400.		400.	400.
		$3200.	$300.	$150.	$750.	$200.	$1050.	$3600.

TABLE IV. NOTES

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[1] Peabody Education Fund, Proceedings, Vol. II, p. 173.

[2] Ibid. p. 238.

[3] Ibid. p. 264.

[4] Ibid. p. 349.

[5] Ibid. Vol. III, p. 19.

[6] Ibid. p. 128, Vol. IV. To normal school, $425.

[7] Ibid. p. 228, To normal schools, $675.

[8] Ibid. p. 313, To colored normal schools, $1335.

[9] Ibid. Vol. V, p. 102.

[10] Ibid. p. 167, To colored normal schools, $1000.

[11] Ibid. p. 227, To colored normal schools, $2600.

[12] Ibid. p. 282, To colored normal schools, $2400.

[13] Ibid. p. 336, To colored normal schools $400.00 more than the amounts specified for schools.

[14] Ibid. p. 403.

[15] Ibid. Vol. VI, p. 45.

[16] Ibid. p. 91.

[17] Ibid. p. 133.

[18] Ibid. p. 204.

[19] Ibid. p. 247.

[20] Ibid. p. 283.

TABLE V. AMOUNTS REPORTED BY THE SCHOOL TREASURERS PAID BY THE PEABODY EDUCATION FUND, 1877-1905

Year	Fayetteville	Plymouth	New Berne[1]	Franklinton	Salisbury	Elizabeth City	Winston Salem
1877-78	$ 500.	-----	-----	-----	-----	-----	-----
1878-79	500.	-----	-----	-----	-----	-----	-----
1879-80	500.	-----	-----	-----	-----	-----	-----
1880-81	500.	-----	-----	-----	-----	-----	-----
1881-82	405.	$ 205.	$ 205.	$ 205.	$ 205.	-----	-----
1882-83	-----	(2)	200.	150.	200.	-----	-----
1883-84	-----	200.	140.	140.	140.	-----	-----
1884-85	-----	-----	100.	-----	189.50	-----	-----
1885-86	-----	50.	100.	195.	200.	-----	-----
1886-87	-----	95.	60.	180.	185.	-----	-----
1887-88	-----	-----	(1)	-----	-----	-----	-----
1888-89	-----	-----	125.	(2)	125.	-----	-----
1889-90	-----	125.	200.	125.	125.	-----	-----
1890-91	-----	150.	150.	(2)	175.	-----	-----
1891-92	-----	216.	291.	116.	241.	$[3] 241.	-----
1892-93	-----	-----	150.	(2)	175.	125.	-----

Continued

TABLE V. (Continued) AMOUNTS REPORTED BY THE SCHOOL TREASURERS PAID BY THE PEABODY EDUCATION FUND, 1877-1905

Year	Fayetteville	Plymouth	Goldsboro	Franklinton	Salisbury	Elizabeth City	Winston Salem
1893-94	-----	$ 150.	$ 150.	$ 150.	$ 200.	$ 200.	-----
1894-95	-----	100.	100.	100.	100.	350.	-----
1895-96	$ 190.	290.	290.	290.	290.	790.	$ 460.
1896-97	300.	290.	200.	290.	300.	655.	-----
1897-98	390.	150.	-----	200.	200.	400.	400.
1898-99	50.	-----	(2)	-----	100.	(2)	600.
1899-00	200.	100.	100.	100.	-----	300.	600.
1900-01	150.	-----	-----	250.	-----	350.	700.
1901-02	50.	-----	-----	-----	-----	100.	700.
1902-03	(2)	-----	-----	-----	-----	75.	500.
1903-04	-----	-----	-----	-----	-----	-----	500.
1904-05	400.	-----	-----	400.	-----	400.	400.
Total	$ 4135.	$ 2120.	$ 2561.	$ 2201.	$ 3150.50	$ 3986.	$ 4860.

1 School moved to Goldsboro in 1887.

2 No report.

3 School at Elizabeth City began in January, 1892.

6. The Curriculum

Curricula for the various colored normal schools are available for some of the sessions during this period. The only one available for the New Berne-Goldsboro school is that of 1881, which was as follows:[1]

Middle Class

Review of Spelling and Defining
Marked letters
Completion of Descriptive Geography
Higher Arithmetic as far as Mensuration of Solids.
Higher Grammar completed
Elocution
Book-keeping
Algebra
Physiology
Penmanship

There was no Senior class. The Junior and Sub-Junior Classes had the same subjects as the Middle Class, with the exception of Algebra and Physiology, but used the graded lessons in Grammar and Grammar School Arithmetic. The unclassified class took miscellaneous subjects below those listed.

The only school listing its cufriculum for 1882-83 was that at Salisbury. This is given in Table VI.[2] The only changes made in subjects there for 1883-84 were the dropping of Theory and Practice-Model Class from Junior and Middle Classes and Philosophy and Essay in Senior Class, and the addition of Object Lessons in Middle Class.[3] No further changes are to be

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1 North Carolina, Legislative Documents, 1883, No. 6, p. 108.
2 Ibid. 1885, p. 87.
3 Ibid. p. 191.

TABLE VI. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT SALISBURY, 1882-83

Junior Class	Middle Class	Senior Class
Reading	Reading	Elocution
Spelling and defining	Spelling and impromptu composition	
Writing		Drawing
Map-drawing		
Arithmetic	Arithmetic completed	Book-keeping
	Algebra	Algebra
		Geometry
Grammar	Grammar and analysis	Composition and rhetoric
Composition		Essay
Phonetics		
Geography	Geography completed	
U. S. History	U. S. History completed	General history
	N. C. History completed	
Theory and Practice-Model class	Theory and practice-Model class	Theory and practice from text-book
	Physiology	Botany
	Philosophy	Philosophy
		Elementary chemistry

noted for 1886-87 except that Trigonometry replaced Geometry and Latin was added.[1] The subjects taught in the preparatory department were Reading, Writing, Geography, English Grammar and Arithmetic, to common fractions.

For 1883-84, the normal school at Plymouth reported the following subjects as included in the curriculum, without classifying them:[2]

Practical and mental Arithmetic
English Grammar and Analysis
History of North Carolina and of the United States
Geography (taught almost exclusively from outline maps)
Spelling and defining
Reading
Writing

Classes for advanced pupils were formed to study Algebra, Composition and Rhetoric. For 1887-88, Prof. Crosby listed a four-year course of study, including one year preparatory and three years of normal work.[3] This curriculum is given in Table VII. The same subjects were given for 1888-89, and for the third year, Spelling, Civil Government and Vocal Music, and for the fourth year, Political Economy, in addition.[4]

The curriculum for 1884-85 of the school at Franklinton is given in Table VIII,[4] and that for 1887-88 in Table IX.[5]

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1 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888, p. 54.

2 North Carolina, Legislative Documents, 1885, No. 8, p. 175.

3 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888, p. 60-61.

4 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 84.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888, p. 51.

TABLE VII. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT PLYMOUTH, 1887-88

First Year	Second Year	Third Year	Fourth Year
Fourth reader	Reading		English and American Literature
Spelling	Spelling		
Writing	Writing	Drawing	
Elementary arithmetic	Arithmetic	Arithmetic	Book-keeping
		Algebra	Algebra
			Geometry
Elementary geography	Geography	Physical geography	
U. S. history	N. C. history	U. S. history	General history
Grammar	Grammar	English analysis	Composition
			Rhetoric
		Moral science	Logic
			Pedagogics
	Physiology	Botany	Natural philosophy
			Latin

TABLE VIII. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FRANKLINTON, 1884-85

"A" Class	Junior Class	Middle Class	Senior Class
Arithmetic	Arithmetic	Arithmetic Algebra	Book-keeping Algebra Mensuration Astronomy
Grammar	Grammar	Grammar English Composition	Rhetoric and English Literature
Geography	Geography	Physical geography	
N. C. history	N. C. history U. S. history	U. S. history Civil government	Universal history Political economy
Fourth reader Spelling	Fifth reader Spelling and defining	Spelling and defining	Word analysis
Writing	Writing Vocal music Physiology	Vocal music Physiology Natural philosophy	Vocal music Zoology Third year reviewed

TABLE IX. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FRANKLINTON, 1887-88

"A" Class	Junior Class	Middle Class	Senior Class
Arithmetic	Arithmetic	Algebra	Geometry
		Book-keeping	Book-keeping
			Astronomy
Grammar	Grammar	Rhetoric	
Geography	Geography	Physical geography	
Fifth reader	Sixth reader		English literature
Spelling	Spelling	Word analysis	
Philosophy			Mental and moral culture
			Elements of logic
	Class book		History and science of education
	Vocal music	Vocal music	Vocal music
Writing		Writing	
U. S. history	U. S. history	Universal history	
N. C. history	Civil government	Political economy	
		Latin	Latin
		Greek	Greek
			Botany
			Natural philosophy
			Zoology

TABLE X. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FAYETTEVILLE, 1884-85

Preparatory	Junior Class	Middle Class	Senior Class
Reading	Grammar	Grammar	
Writing	Etymology	Composition	
Arithmetic	Arithmetic	Arithmetic	Book-keeping
Grammar	U. S. history	Algebra	Algebra
Geography	N. C. history	General history	
Map-drawing			
Vocal music	Elocution		
Spelling and defining		Physiology and hygiene	Botany
N. C. history		Latin	Latin
Drawing			School economy
Sounds of marked letters			Theory and practice of teaching
	Drawing	Drawing	Drawing
	Vocal music	Vocal music	Vocal music
	Writing	Writing	Writing

TABLE XI. COURSE OF STUDY OF THE PREPARATORY DEPARTMENT, STATE COLORED NORMAL SCHOOL AT FAYETTEVILLE, 1885-86

First Year	Second Year	Third Year
Fourth reader	Fifth reader	Sixth reader
Common school arithmetic	Common school arithmetic	Common school arithmetic complete
Elementary grammar and composition	Elementary grammar and composition	Grammar completed
Geography	Geography	Geography completed
Spelling	Spelling	Spelling completed
		N. C. history
Writing	Writing	Writing
Drawing	Drawing	Drawing
Vocal music	Vocal music	Vocal music

The curriculum of the school at Fayetteville for 1884-85 is given in Table X.[1] The only changes above the Preparatory department for 1885-86 were: dropping of North Carolina history and adding of Composition and Physiology and Hygiene in the Junior Class, addition of Natural Philosophy and substitution of Ancient History for General History in Middle Class, and the dropping of Drawing, Writing and Vocal Music from the Senior class.[2] The course of study for the Preparatory department for 1885-86 is given in Table XI.[3] The only changes made in that department for 1887-88 were: substitution of Fifth Reader for Fourth Reader in the First Year, and the dropping of Spelling from the Third Year.[4] For the Normal department, the work actually given in 1886-87 is shown in Table XII.[5] The prescribed course of 1887-88 was the same as that for 1885-86, with the exception that Advanced Grammar was dropped from the Junior Class and Civil Government and Moral Philosophy were added to the work for the Senior Class.[6] The curriculum

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1 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 68.

2 Ibid. p. 70-71.

3 Ibid.

4 North Carolina, Superintendent of Public Instruction, Biennial Report, 1887 and 1888, p. 45-46.

5 Ibid. p. 42.

6 Ibid. p. 45-46.

TABLE XII. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FAYETTEVILLE, 1886-87

Junior Class	Middle Class	Senior Class
Higher lessons in English	Grammar reviewed Composition	Rhetoric
Sixth reader		
U. S. history	General history	
N. C. history		
Higher analytical arithmetic (most of it)	Arithmetic Algebra begun	Book-keeping Algebra Geometry (4 books) Astronomy
	Latin begun	Latin (2 books of Caesar)
	Physiology and hygiene Physics	Botany Chemistry School economy Psychology Theory and practice of teaching
Writing	Writing	Writing
Drawing	Drawing	Drawing
Vocal music	Vocal music	Vocal music

Lectures on History, Biography and Pedagogics weekly.

TABLE XIII. COURSE OF STUDY OF THE STATE COLORED NORMAL SCHOOL AT FAYETTEVILLE, 1889-90

Junior Class	Middle Class	Senior Class
Composition		Rhetoric
Arithmetic	Book-keeping	
	Algebra	Geometry
General history	Astronomy	
U. S. history	General history	Civil government
Latin	Latin	Caesar
		Cicero
		Sallust
		Greek
Physiology and hygiene	Natural philosophy	Moral philosophy
Making and keeping school register		Methods of teaching
	General reviews	General reviews
Writing	Writing	Writing
Drawing	Drawing	Drawing
Vocal music	Vocal music	Vocal music

for 1888-89 was the same as that of the preceding year.[1] That for 1889-90 is given in Table XIII.[2]

Up to the time of the consolidation of the colored normal schools, no further course of study is available, but the general type of instruction may be judged from the qualifications for admission to the normal school at Elizabeth City in 1901.[3] As to educational matters, these requirements were: Applicant must write legibly. Applicant must read intelligently in a Fifth Reader. Applicant must spell ordinary English words. Applicant must answer fairly well questions on the history of the United States. Applicant must do sums in Arithmetic up to and including Common and Decimal Fractions. Applicant must answer questions on Elementary Geography.

From the preceding tables, it appears that the subjects taught consisted of a strange mixture of very elementary work, which was undoubtedly needed, and of advanced work which seemed proper to give.

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1 Ibid. 1889 and 1890, p. 42.

2 Ibid.

3 Ibid. 1900-01 and 1901-02, p. 69.

TABLE XIV. NUMBER OF WEEKS IN THE TERMS OF THE COLORED NORMAL SCHOOLS, 1877-91

Year	Fayetteville	New Berne-Goldsboro	Plymouth	Franklinton	Salisbury
1877-78	32	-----	-----	-----	-----
1878-79	32	-----	-----	-----	-----
1879-80	36	-----	-----	-----,	-----
1880-81	36	-----	-----	-----	-----
1881-82	36	21[1]	24	32	32
1882-83	36	21[1]	24	32	26
1883-84	36	7[1]	20	28	28
1884-85	36	12[1]	20	28	28
1885-86	36	10[1]	20	28	22
1886-87	36	9[1]	18	28	20
1887-88	36	32[2]	36	32	32
1888-89	36	40[3]	40	32	(4)
1889-90	36	40[3]	40	26	(4)
1890-91	36	40[3]	40	(4)	(4)

[1] Summer sessions held during 1881, 1882, 1883, 1884, 1885, 1886 respectively.

[2] First session held at Goldsboro.

[3] Includes one month of institute.

[4] No information available.

TABLE XIV. NUMBER OF WEEKS IN THE TERMS OF THE COLORED NORMAL SCHOOLS, 1891-1903[1]

Year	Fayetteville	Goldsboro	Plymouth	Franklinton	Salisbury	Elizabeth City
1891-92	36	40[2]	40	32[3]	(4)	20[5]
1892-93	36	36	40	(4) & (3)	32	36
1893-94	36	40[2]	40	32	32	40
1894-95	36	36	40	32	32	36
1895-96	36[6]	40[2]	40	32	(4)	36
1896-97	36[6]	(4)	40	32	32	36
1897-98	36	(4)	40	32[6]	32	36
1898-99	36	(4)	40	32	(4)	36
1899-00	36	(4)	40[6]	32	(4)	38[6]
1900-01	36	(4)	40[6]	32	36	38[6]
1901-02	36	36	40	32	(4)	38[6]
1902-03	36	(4)	(4)	(4)	-----	36

[1] The school at Winston-Salem did not state the length of terms.

[2] Includes one month of institute.

[3] School held at Warrenton.

[4] No information available.

[5] Session began in January, 1892.

[6] Includes two weeks of institute.

TABLE XV (a). ENROLLMENTS IN THE COLORED NORMAL SCHOOLS, SHOWING, WHERE AVAILABLE, SEPARATE DATE FOR MALE, FEMALE, AND TOTAL, 1877-91[x]

Year	Fayetteville			New Berne-Goldsboro			Plymouth			Franklinton			Salisbury		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
1877-78[1]	38	20	58	--	--	--	--	--	--	--	--	--	--	--	--
1877-78[2]			67	--	--	--	--	--	--	--	--	--	--	--	--
1878-79[1]			85	--	--	--	--	--	--	--	--	--	--	--	--
1877-79[3]	72	42	114	--	--	--	--	--	--	--	--	--	--	--	--
1878-79	55	38	93	--	--	--	--	--	--	--	--	--	--	--	--
1879-80	57	49	106	--	--	--	--	--	--	--	--	--	--	--	--
1880-81	63	46	109	--	--	--	--	--	--	--	--	--	--	--	--
1881-82	65	60	125	--	--	62[4]	61	30	91	41	24	65	--	--	(5)
1882-83	56	49	105	--	--	98[4]	--	--	55	57	21	78	44	48	92
1883-84	78	52	130	--	--	116[4]	--	--	102	--	--	81	--	--	125
1884-85	73	54	127	--	--	146[4]	53	51	104	--	--	148	--	--	134
1885-86	63	46	109	--	--	(5)	42	42	84	--	--	150	--	--	144
1886-87	73	53	126	81	79	160[6]	26	38	64[7]	--	--	127[8]	--	--	144
1887-88	63	59	122	38	59	97	35	49	84	--	--	(5)	66	64	130
1888-89	68	85	153	40	69	109	38	68	106	--	--	245[9]	--	--	106
1889-90	52	93	145	41	74	115	39	84	123	125	150	275	56	63	119
1890-91	52	100	152	41	98	139	45	74	119	--	--	275	56	66	122

[x] Footnotes for this part of Table XV are given on page 66.

TABLE XV (b). ENROLLMENTS IN THE COLORED NORMAL SCHOOLS, SHOWING, WHERE AVAILABLE, SEPARATE DATA FOR MALE, FEMALE, AND TOTAL, 1891-1903[x]

Year	Goldsboro			Plymouth			Franklinton			Salisbury		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
1891-92	49	113	162	40	88	128	--	--	258[10]	--	--	(5)
1892-93	44	84	128	36	104	140	--	--	(5)	--	--	118
1893-94	39	110	149	50	111	161	--	--	215	49	69	118
1894-95	--	--	122	62	118	180	104	131	235	50	51	101
1895-96	--	--	136[11]	52	132	184	--	--	256	43	70	113
1896-97	--	--	(5)	58	115	173	--	--	258	58	76	134
1897-98	--	--	(5)	72	133	205	--	--	268	59	103	162
1898-99	--	--	(5)	44	123	167	--	--	279	--	--	(5)
1899-00	--	--	101	--	--	66	--	--	300	20	26	46
1900-01	--	--	(5)	24	115	139	--	--	(5)	37	55	118[12]
1901-02	--	--	103	--	--	192	--	--	301	--	--	(5)
1902-03	41	72	113	--	--	(5)	--	--	(5)	89	109	198

x Footnotes for this part of Table XV are found on page 66.

TABLE XV (c). ENROLLMENTS IN THE COLORED NORMAL SCHOOLS, SHOWING, WHERE AVAILABLE, SEPARATE DATA FOR MALE, FEMALE, AND TOTAL, 1891-1905[x]

Year	Fayetteville			Elizabeth City			Winston-Salem		
	M.	F.	T.	M.	F.	T.	M.	F.	T.
1891-92	44	87	131	30	39	69[13]	--	--	--
1892-93	45	85	130	46	74	120	--	--	--
1893-94	35	71	106	58	115	173	--	--	--
1894-95	42	64	106	50	114	164	--	--	--
1895-96	60	94	154	52	122	174	--	--	76[14]
1896-97	--	--	153	--	--	162	--	--	(5)
1897-98	65	98	163	--	--	184	95	150	245[15]
1898-99	--	--	(5)	--	--	137	--	--	(5)
1899-00	29	57	86	--	--	144	117	146	263[15]
1900-01	--	--	(5)	--	--	131	--	--	(5)
1901-02	55	80	135	--	--	178	50	36	86
1902-03	47	79	126	--	--	220	--	--	(5)
1903-04	81	104	185	--	--	304	111	161	272[15]
1904-05	--	--	139	--	--	270	--	--	105

[x] Figures given are for the normal departments only except as indicated by footnotes, which are given on page 66.

TABLE XV. NOTES

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[1] First term, four months.

[2] Second term, four months.

[3] First three terms.

[4] Summer sessions held during 1881, 1882, 1883, 1884 respectively.

[5] No information available.

[6] Summer session held in 1886. Last session of the school held at New Berne. Session of 1887-88 held at Goldsboro.

[7] Summer term held in 1887.

[8] Normal and academic only. Total enrollment was 233.

[9] Normal and academic only. Total enrollment was 400.

[10] School held at Warrenton that and the following years.

[11] The 136 does not include 36 who enrolled for institute only.

[12] Total of 118 includes students of Livingston College who took courses in the normal school.

[13] Session began in January, 1892.

[14] Subnormal enrollment.

[15] Includes both normal and subnormal enrollment.

7. The Consolidation Movement

When representatives of the negro race appeared before the State Board at the time of the establishment of a colored normal school at Fayetteville, the question was raised as to whether the fund of two thousand dollars should be used for one school or divided among several, and it was decided there should be only one school.[1] However, the Legislature of 1881 provided for the establishment of four additional colored normal schools, evidently with the idea that the colored schools could do as well on short terms as the white ones could.[2] This proved to be contrary to the facts, for in Superintendent Scarborough's first report after these additional schools were established, he recommended that the Act of 1881 be so amended as to leave the number of colored normal schools to the discretion of the State Board of Education.[3] Superintendent Finger, in his report to the Legislature of 1887, stated that instead of reducing the number of colored normal schools the state should increase their support,[4] and it seems probable that this recommendation led to the increase of appropriation made by

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1 North Carolina, State Board of Education, Minutes, April 1, 1877.

2 North Carolina, Laws, 1881, Chap. 141, Sec. 5.

3 North Carolina, Legislative Documents, 1883, No. 6, p. 63.

4 North Carolina, Executive and Legislative Documents, 1887, No. 9, p. 14.

that Legislature.[1] Superintendent Finger again, under date of Dec. 1, 1892, stated that for some years the colored people had been considering whether or not a reduction in number of the schools would be desirable.[2] Personally, he thought reduction at that time undesirable, but probably desirable a little later.

The next official notice of the consolidation question was made July 4, 1895, when Principal J. A. Savage of the Franklinton normal school gave as his reason for opposing consolidation that the colored people were too poor to attend a centralized school.[3] Next, under date of June 6, 1896, Principal H. C. Crosby of the Plymouth normal school expressed himself definitely as opposed to consolidation.[4] In Superintendent Scarborough's recommendations, he agreed with Principals Savage and Crosby,[5] except that Prof. Savage opposed the idea in general, while Prof. Crosby opposed reduction from seven to three and Superintendent Scarborough opposed reduction to one. In Superintendent Mebane's first report, he strongly recommended the reduct-

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1 North Carolina, Laws, 1887, Chap. 408, Secs. 1, 2.

2 North Carolina, Superintendent of Public Instruction, Biennial Report, 1891 and 1892, p. xx,

3 Ibid. 1894-95 and 1895-96, p. 81.

4 Ibid. p. 78-79.

5 Ibid. p. 8.

ion from seven to three, located perhaps at Elizabeth City, Fayetteville and Winston-Salem.[1] He further recommended that the State Board of Examiners be authorized to prescribe the course of study for the normal schools,[2] and his next report stated that the course had been made out and prescribed, but renewed his other recommendation.[3]

This time the recommendation was effective, for in 1901 the Legislature passed an Act authorizing the State Board of Education to remove or close any normal schools then existing and to distribute the funds apportioned to them as they thought best, and to review the actions of the State Board of Examiners with respect to the normal schools.[4] On March 10, 1901, Col. E. F. Lamb of Elizabeth City appeared before the State Board and asked that if the colored normals were consolidated, that the one at Elizabeth City be left, and left a petition and statistics.[5] On April 22, the President of Kittrell Institute brought up before the State Board a proposition concerning the normal schools, but action upon it was deferred.[6] July

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1 Ibid. 1896-97 and 1897-98, p. 16.

2 Ibid. p. 5-6.

3 Ibid. 1898-99 and 1899- 1900, p. 11-12.

4 North Carolina, Public Laws, 1901, Chap. 565, Secs. 1-5, Ratified March 11, 1901, but not to take effect till July 1, 1901.

5 North Carolina, State Board of Education, Minutes, March 10, 1901.

6 Ibid. April 22, 1901.

10, 1901, representatives of the seven normal schools appeared and presented their work and endorsements.[1] The State Board of Education decided to leave the colored normals under the State Superintendent and the State Board of Examiners for another year. Since no action was taken at the close of the session of 1901-02, the schools continued also through 1902-03, but in Superintendent Joyner's first report, he recommended that the seven schools be consolidated into three strong ones, and that manual, industrial and agricultural training be introduced into each of them.[2]

The Legislature of 1903 passed an act which appointed a local board at Fayetteville.[3] Another act by the same Legislature authorized the State Board of Education to appoint for each of the other normal schools a board of five directors, not more than three of whom should be residents of the county in which the school was located.[4] This local board was given the direction of all matters not reserved to the State Boards of Education and Examiners. The law which appointed the local board for the school at Fayetteville was superseded by the

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[1] Ibid. July 10, 1901.

[2] North Carolina, Superintendent of Public Instruction, Biennial Report, 1900-01 and 1901-02, p. lxiii.

[3] North Carolina, Public Laws, 1903, Chap. 121, Secs. 1 and 2. Ratified Feb. 16, 1903.

[4] Ibid. Chap. 740, Secs. 1 and 2. Ratified March 9, 1903.

other law mentioned. Consequently on July 25, 1903, the State Board of Education appointed local boards for the four schools which then remained.[1] In the meantime the number of schools had been reduced from seven to four in the following manner.

On May 19, 1903, the State Superintendent was directed to fix the time of considering the question of consolidating the colored normals and to give due notice of this and to notify the Local Boards that the election of teachers and officers must be postponed until the State Board had acted upon the question of consolidation.[2] Preliminary hearing of the claims of the various schools was held before the State Board of Examiners June 16, with Grimes, Lacy, Dixon and Joyner present.[3] On June 30, the motion was made that the seven schools should be consolidated into four.[4] Those favoring the motion were Gilmer, Joyner, Aycock, and those opposing, Dixon, Grimes and Lacy. Motion was made and carried that Lieutenant-Governor Turner who was absent be telegraphed to cast the deciding vote. At a meeting held July 4, his vote

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1 North Carolina, State Board of Education, Minutes, July 25, 1903.

2 North Carolina, State Board of Education, Minutes, May 19, 1903.

3 Ibid. June 30, 1903.

4 Ibid.

in favor of consolidation was annouced, and the plan for consolidation was ready to be carried out.[1] On July 13, Mr. Lacy moved that the four schools be located at Winston, Salisbury, Fayetteville and Franklinton.[2] Mr. Grimes moved to amend by substituting Elizabeth City for Salisbury. Both the amendment and the motion carried and at that meeting, the Local Board for the school at Elizabeth City was appointed. On July 25, the Local Boards for the rest of the schools were appointed.[3]

On July 19, 1904, the State Board directed the State Superintendent to employ a competent white supervisor of the four colored normal schools at an annual salary of $1500.00 and $150.00 for expenses, these amounts to be paid out of the annual appropriation for the colored normal schools.[4] The State Board unanimously approved the selection of Prof. Chas. L. Coon for this position and directed that he should give such time as this position did not require to office work under the direction of the State Superintendent. Prof. Coon apparently took up his work about the middle of August, 1904.[5]

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1 Ibid. July 4, 1903.

2 Ibid. July 13, 1903.

3 Ibid. July 25, 1903.

4 Ibid. July 19, 1904.

5 North Carolina, Superintendent of Public Instruction, Biennial Report, 1902-03 and 1903-04, p. 562. First half month's salary paid Sept. 2, 1904.

At a meeting of the State Board on Jan. 27, 1905, unanimous action was taken to the effect that any member of a Local Board who did not attend a meeting for two consecutive years should not be eligible for reelection.[1] On April 19, 1905, discussion arose concerning the further consolidation of the colored normal schools.[2] At that time it was stated that the State owned less than one thousand dollars worth of property for the four schools, that the total annual appropriation for them was $13,000.00, and that a Bill to increase the appropriation by $5000.00 each of the next four years, recommended to the last Legislature by Superintendent Joyner, had been defeated.[3] Motion was carried three to two that local aid be requested or further consolidation would have to take place.[4] Prof. Coon and Superintendent Joyner had recommended that the number be reduced by two, then it was suggested that the number be reduced by one, but the motion as finally carried mentioned no specific number. Evidently in the ensuing two months the local communities were aroused, for at the meeting of the State Board June 19, 1905, the following propositions were made:[5]

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1 North Carolina, State Board of Education, Minutes, Jan. 27, 1905.

2 Ibid. April 19, 1905.

3 North Carolina, Superintendent of Public Instruction, Biennial Report, 1902-03 and 1903-04, p. 23.

4 North Carolina, State Board of Education, Minutes, April 19, 1905.

5 Ibid. June 19, 1905.

Fayetteville pledged $1067.00 from its citizens, donation of twenty-five acres of land valued at $1250.00 to be used or sold as the Board saw fit, donation of building material by J. A. Oates, estimated at $750.00, making a total of $3298.00 as stated in a letter from H. L. Cook and from a list on file in the Superintendent's office.

The offer from Winston-Salem was to convey to the State Board of Education a title in fee simple to all the property specified in the letter of H. E. Fries dated May 8, 1905 on file in the Superintendent's office and to carry out the balance of the agreement in said letter upon payment of $2000.00 in cash and the execution of a note by the State Board of Education for $10,000.00.

Col. E. F. Lamb, President of the Local Board at Elizabeth City, proposed to convey to the State Board of Education property valued at $4500.00 and to raise in good pledges $3332.50, the property conveyed to be used or sold or disposed of in any manner the State Board should determine. All these propositions appear more fully in letters by H. L. Cook, H. E. Fries and E. F. Lamb, Chairmen respectively of the Local Boards.

Franklinton made no proposition of any kind, so was discontinued by motion unanimously carried. It was further unanimously agreed to secure the Winston-Salem property at once, and afterwards divide the annual appropriation into three parts after the interest on the Winston-Salem notes

and the running expenses of all three schools were deducted, Winston's third to be used in paying the principal of the notes, and the amounts due the schools at Fayetteville and Elizabeth City to be used for permanent improvements. The deed was executed by the Trustees of the Slater State Normal School July 13, 1905. At a meeting of the State Board on August 23, motion was carried that the property of the school at Franklinton should be sold for $200.00 and the books for 25% of their listed value.[1]

Under date of July 1, 1905, Prof. Coon issued the first annual catalog of the North Carolina State Colored Normal Schools for 1904-05, with announcements for 1905-06.[2] Though the school at Franklinton had been in operation during 1904-05, its report is not included. This publication really closes the first period of the history of the colored normal schools of North Carolina, and a new and better day for them began to dawn.

8. Summary

In 1881, additional colored normal schools were established at New Berne, Plymouth, Salisbury and Franklinton, with $500.00

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1 Ibid. Aug. 23, 1905.

2 North Carolina State Colored Normal Schools, First Annual Catalog, 1904-05.

per annum of state support for each. The school at Franklinton was associated with the Albion Academy except from 1891 to 1893 when it was held at Warrenton. After the close of the normal school department in 1905, the Albion Academy continued to operate and does to the present. In 1887 the school at New Berne was transferred to Goldsboro, where it remained throughout the rest of its history. In 1887 also, $1000.00 per annum was added to the support of each of the four schools established in 1881.

The school at Elizabeth City was established in 1891, with its support taken from the appropriations for the other five normal schools. When, in 1895, the Slater Industrial Academy came to be used as a state normal school, the support of the school at Elizabeth City was made equal to that of the others, so far as regular appropriations were concerned. At that time state support for all was increased.

From 1877 to 1905, fairly complete treasurers' reports show that a total of $189,559.91 was received from the state and $23,013.50 from the Peabody Education Fund.

The curricula, which were very full, were of about the level of present fifth to seventh grade work, but included some high school and college subjects. Industrial work was begun in the school at Franklinton in 1885-86, in Goldsboro and Fayetteville in 1888-89, in Salisbury in 1889-90, in

Plymouth in 1897-98 and in Elizabeth City in 1902-03. Though the records do not so state, it is probable that the school at Winston-Salem gave industrial work from its beginning.

From the time the school at Fayetteville was founded, there was a question as to whether there should be one school or several. The sentiment that there should be several prevailed up to 1895, but from 1896 to 1900 the movement for consolidation gained ground, and in 1901, the State Legislature gave the State Board of Education power to close any of the schools then existing.

In 1903, the schools at Goldsboro, Salisbury and Plymouth were closed. In 1904 a white supervisor of colored normal schools was chosen. The normal school at Franklinton was closed in 1905, because the local community made no offer of contributions for the purchase of land and the erection of permanent improvements, when the people of Fayetteville, Elizabeth City and Winston-Salem were making such offers for the schools located in their communities.

Thus closes the early period of the history of the normal schools for negroes in North Carolina, with the location of permanent improvements and provision for the systematic supervision of instruction.

CHAPTER III. SUMMARY

In 1877, the Legislature of North Carolina provided for a normal school for colored teachers. After consultation with members of the colored race, this school was located at Fayetteville. Other schools were later established: in 1881, at New Berne (later transferred to Goldsboro), Plymouth, Salisbury and Franklinton; in 1891 at Elizabeth City and in 1895 at Winston-Salem.

The three-year course of study adopted at Fayetteville in 1877 served with modifications as the model for that and the other schools for a number of years. Industrial work was first given at Franklinton in 1885-86, but by 1902-03, it had been provided in all the schools for at least a part of the time.

Terms varied in length from five weeks (very unusual) to ten months. At first the majority of the students were males, but in no school was this true for any year after 1887-88. State support for the schools was increased in 1887 and again in 1895.

In 1903 the schools at Goldsboro, Salisbury and Plymouth were closed and in 1905 the school at Franklinton was closed. In 1904 a white supervisor of colored normal schools was chosen. Under the direction of the supervisor, the work of the three remaining normal schools became more systematic, at least partly due to the fact that money now was invested in suitable buildings

and equipment.

State appropriations were never adequate for doing well the tremendous work of providing normal training for colored teachers, but, considering the problems of reconstruction and industrial stabilization, and in comparison with what other agencies were doing, the achievements of North Carolina in providing such training for the colored race deserve a great deal of credit.

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